

**ANALYSIS OF ERRORS ON SUBJECT-VERB AGREEMENT MADE
BY THE SECOND YEAR STUDENTS AT STATE ISLAMIC
SENIOR HIGH SCHOOL 2 MODEL PEKANBARU**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill one of Requirements
for the Undergraduate Degree in English Education
(S.Pd.)



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The thesis entitled “*Analysis of Errors Subject-Verb Agreement of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru*” is written by Daflizar, NIM. 10414024356. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRACT

The title of this research is “*Analysis of Errors on subject-verb agreement made by the second year’s students at MAN 2 Model Pekanbaru*”.

A subject-verb agreement error was an error in which the form of a verb does not fit grammatically with the subject.

This research described the errors subject-verb agreement made by second year’s students of MAN 2 Model Pekanbaru. Besides, this research also aimed to find out what factors made students error in subject-verb agreement.

Based on the research conducted by the researcher, there were many errors of subject-verb agreement made by the second year’s students of MAN 2 Model Pekanbaru. The most error made by the students was subject-verb agreement in present perfect progressive. The ability of students in subject-verb agreement was categorized into the following criteria:

1. Excellent to very good level amount 0%
2. Good to average level amount 32%
3. Fair to poor level amount 40%
4. Very poor level amount 28%

The average score overall was 45, 2

Meanwhile, there are some factors made students errors in subject-verb agreement, they are: Students do not pay attention when the teacher is explaining the lesson so that they be a left in they lesson. In this case, relate to subject-verb agreement, students do not understand the material about subject-verb agreement in depth, especially tenses, students shy to ask to the teacher if they do not understand yet about the material, students seldom to review the lesson that had been taught by their teacher at home, and the level of students’ mastery toward vocabulary is low.

After analyzing the data by using test, reference to the average score, the researcher concludes that the error of the second year’s students of MAN 2 Model Pekanbaru categorized into fair to poor. Then, the factors of dominant made by students in subject-verb agreement are: students do not understand the material relates to subject-verb agreement in depth and the level of students’ mastery toward vocabulary is low.

عنوان هذا البحث "تحليل أخطاء - الفعل الانتفاقي لدى تلاميذ الفصل الحادي عشر بالمدرسة العالية الحكومية موديل باكنبارو".
بين الفعل و لا يتناسبان قاعديا.

وصف هذا البحث -الفعل الانتفاقي الذي فعله تلاميذ الفصل الحادي عشر بالمدرسة الحكومية موديل باكنبارو. بحث هذا البحث عن العوامل التي جعل التلاميذ مخطئين في .

لى البحث هناك أخط كثيرة فا
الحادي عشر بالمدرسة العالية الحكومية موديل باكنبارو.
مئوية قدرة طبقة التلاميذ في
الذي فعله تلاميذ :

. جديدة جدا بكمية

. جديدة بكمية

. ضعيفة بكمية

. ضعيفة جدا بكمية

ين ذلك هناك العوامل التي تسبب التلاميذ مخطئين في
هي أنهم لا يهتمون جيدا عند يشرح المعلم الدرس حتى كانوا مسبوقين بدرس التلاميذ لا يفهمون الدرس عن - الفعل الانتفاقي دقيقا
الأزمة التلاميذ
يستحيون لم يفهموا الدرس التلاميذ نار
من قبل العلم في بيوتهم ومستوى إتقانهم في المفتر دفات منخفض.

بعد تحليل البيانات

نتفاقي لدى تلاميذ الفصل الحادي عشر بالمدرسة العالية الحكومية موديل باكنبارو يصنف ضعيف. المسيطرة التي جعل التلاميذ ين
- الفعل الانتفاقي هي انهم لا يفهمون الدرس المتعلق ب - الفعل الانتفاقي دقيقا
ومستوى إتقانهم في .

ABSTRAK

Judul penelitian ini adalah “*Analisa Kesalahan-kesalahan pada Subject-Verb Agreement yang dibuat oleh Siswa Kelas XI di MAN 2 Model Pekanbaru*”. Kesalahan Subject-verb agreement adalah suatu kesalahan dimana antara kata kerja dengan subjek tidak sesuai secara gramatikal.

Penelitian ini menggambarkan kesalahan-kesalahan subject verb agreement yang dibuat oleh siswa kelas XI MAN 2 Model Pekanbaru. Disamping itu, penelitian ini juga untuk mencari faktor-faktor yang membuat siswa salah dalam subject-verb agreement.

Berdasarkan penelitian yang telah dilakukan oleh peneliti, banyak kesalahan subject-verb agreement yang telah dibuat oleh sebagian siswa kelas XI MAN 2 Model Pekanbaru. Kesalahan paling banyak dibuat oleh siswa adalah subject-verb agreement dalam present perfect progressive. kemudian, berdasarkan kesalahan-kesalahan tersebut, persentase tingkat kemampuan siswa dalam subject-verb agreement adalah sebagai berikut:

1. Sangat baik berjumlah 0%
2. Baik berjumlah 32%
3. Jelek berjumlah 40%
4. Sangat jelek berjumlah 28%

Nilai rata-rata secara keseluruhan adalah 45,2

Sementara itu, ada beberapa faktor yang membuat para siswa salah dalam subject-verb agreement yaitu mereka tidak memperhatikan ketika guru sedang menjelaskan materi sehingga mereka ketinggalan dalam pelajaran mereka, siswa tidak memahami materi tentang subject-verb agreement secara mendalam khususnya tenses, siswa malu bertanya pada guru jika mereka belum memahami materi tersebut, para siswa jarang mengulangi pelajaran yang telah diajarkan oleh guru mereka di rumah dan tingkat penguasaan siswa dalam kosa kata rendah.

Setelah menganalisa data dengan menggunakan tes, mengacu pada nilai rata-rata, peneliti menyimpulkan bahwa kesalahan subject-verb agreement siswa kelas XI MAN 2 Model Pekanbaru dikategorikan jelek. Kemudian faktor dominan yang dibuat oleh siswa dalam subject-verb agreement adalah mereka tidak memahami materi berkaitan dengan subject-verb agreement secara mendalam dan tingkat penguasaan para siswa terhadap kosa kata rendah.

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Wassalam
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CHAPTER I

INTRODUCTION

A. The Background

English is a foreign language taught as a compulsory subject and taught in all Educational Institution in the countries of over the world included in Indonesia from the elementary school up to the university. This is because the rule of English it self is as a means of communication for international relationship. Besides, most of fields of science have been translated in this language. Moreover, the rate of development of technology willy-nilly everyone has to master English if he/she does not want to be left.

State Islamic Senior High School 2 (MAN 2) Model Pekanbaru is one of the Islamic Education Institutions located on Diponegoro Street Pekanbaru, Riau Province. The curriculum used adjusted to the majority of senior high school which apply curriculum of education unit level (KTSP). KTSP is a curriculum in which the materials taught are adapted to the students' need based on the school policy. English as compulsory subject from grade one up to three. Even, in this school there is a day named English day, where some of the students should perform their ability in speaking such through a speech or drama and in the day, students suggested to use English in their speaking.

The goal of English study of this school refers to the Education Ministerial Regulation of Indonesian Republic Number 22 in 2006 relates to standard of content for elementary and high education unit, the goal of English subject at

senior high school is in order to the students have ability to develop communication competency verbally and nonverbally to achieve the level of informational literacy, and have awareness about the truth and importance of English for increasing the power of competition country in global society and the ability to develop of the understanding of correlation between language and culture. But, the methods and materials learning depend on the policy of each institution.

Based on the curriculum has been determined by Ministerial Education of Indonesia Republic above, to reach the goal of English study in developing communication competency of students verbally and nonverbally, English is taught based on the four skills in language: listening, speaking, reading and writing. In teaching, the teachers apply various methods such as discussion method, speech method and practice directly particularly in speaking and writing. Occasionally, the students are invited into language laboratory especially in listening and speaking class.

In learning and teaching process, writing competency especially, students are taught how to make the correct sentence based on the grammar of English itself such as the sentences in simple present, simple past, future tense etc. and then how to write an essay either in descriptive or narrative even in others. It is supported by using grammar correctly. Subject-verb agreement is a study related to grammar. Arlove, (2004:271) points out that subject- verb agreement is a singular subject requiring a singular verb and plural subject requiring a plural verb.

Usually, studying subject-verb agreement has close relationship with studying tenses such in present and past sentence forms. Tenses discuss about the modification of verbs based on the time used or the conditions of events either it is used in singular noun and verb or plural noun and verb. These materials actually have been studied since the students were in the second year of junior high school in which they had learned the basics of subject-verb agreement. In this regard, tense forms are such as simple tenses, progressive tenses, perfect tenses and perfect progressive tenses.

Based on the description above, the students should be able to actualize their knowledge about tenses in senior high school. But, based the survey conducted by the writer in State Islamic Senior High School 2 Model Pekanbaru, the writer found that even though the students have learned about tenses, auxiliary, and verb since junior high school, the phenomena show that some of students cannot actualize them in writing, they often make errors; commonly there is no agreement between subject and verb. Even, some of them cannot identify singular and plural verb, regular and irregular verb.

Lane and Lange (1993: 170) point out that subject- verb agreement error is an error in which the form of a verb does not fit grammatically with the subject.

The following are examples of error in subject- verb agreement:

- a. Incorrect : Martha work as a bagger at the grocery store.
- b. Correct : Martha works as a bagger at the grocery store.
- a. Incorrect : The person going on the trip is already here.
- b. Correct : The people going on the trip are already here.

- a. Incorrect : Her children has many different kinds of toys.
- b. Correct : Her children have many different kinds of toys.

Based on the writer's preliminary study, though the students have learned English since junior high school, but they encounter difficulties in using grammar particularly in speaking and writing dealing with subject- verb agreement section and it is far from expectation. The matter can be viewed in the following phenomena:

- 1. Some students do not understand the usage of grammar deeply.
- 2. Some students cannot identify the singular and plural verb.
- 3. Some students encounter errors in writing.

Because there is no balanced between the theory and phenomena, the writer is interested carrying out a research entitled:

“Analysis of Errors on Subject-Verb Agreement Made by the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru”

B. The Reason of Choosing the Title

At the present, the research entitled: “Analysis of Errors on Subject-Verb Agreement Made by the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru” is conducted because of the following reasons:

- a. As far as the writer knows, this problem has not been researched yet.
- b. The topic is relevant to the writer as one of the students of English Education Department.
- c. The writer has an ability to carry out this research, particularly in terms of fund, time, and location sectors.

C. The Problems

1. The Identification of the Problem

Based on the background and the phenomena on the difficulties and intricacies encountered by the students, thus the problems of this research are identified in the following identifications:

- a. What type of Subject-Verb Agreement the most error made by the second year students of State Islamic Senior High School 2 Model Pekanbaru?
- b. What factors might make students do error in subject-verb agreement at state Islamic senior high school 2 Model Pekanbaru?
- c. What do the students do to improve their knowledge in subject-verb agreement?

2. The Limitation of the Problem

In grammar study, learning subject-verb agreement cannot be separated from learning tenses such as Simple Tenses, Progressive Tenses, Perfect Tenses, and Perfect Progressive Tenses. It is too broad to investigate the problem above, on this occasion; the writer focuses and limits the problem of the research to the analyzing of errors toward subject-verb agreement in simple present tense, present perfect tense, present perfect progressive tense and simple past tense.

3. The Formulation of the Problems

From the limitation of the problem above, the writer formulates the problem in the following questions:

- a. What type of Subject-Verb Agreement the most error made by the second year students of State Islamic Senior High School 2 Model Pekanbaru?

- b. What factors might make students do error in Subject-Verb Agreement at State Islamic Senior High School 2 Model Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objectives of the Research

- a. To know the type of error Subject-Verb Agreement the most made by the second year students at State Islamic Senior High School 2 Model Pekanbaru.
- b. To find out the factors of students might make errors in constructing Subject-Verb Agreement at State Islamic Senior High school 2 Model Pekanbaru.

2. The Significances of the Research

Besides the specific objectives above, this research is directed:

- a. To provide a scientific investigation on the errors subject-verb agreement made by students.
- b. To provide a scientific investigation about the factors of errors in constructing subject- verb agreement.
- c. To provide both theoretical and practical benefits for teachers of English, especially for those who have great concerns in teaching of grammar.
- d. To support the theory of second and foreign language learning and language acquisition.
- e. To provide the teachers of English with the empirical evidence about the errors made by the students that should be immediately overcome.

E. The Definition of the Terms

1. In this research, analysis means an investigation of the components errors of subject-verb agreement made by the second year students at MAN 2 Model Pekanbaru.
2. Subject-verb agreement. Arlove (2004:271) defines that subject-verb agreement is a singular subject requiring a singular verb and plural subject requiring a plural verb.
3. Subject-verb agreement error. Lane and Langan (1993: 170) define subject-verb agreement error is as an error in which the form of a verb does not fit grammatically with the subject.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

In order to be understandable and to avoid misinterpretation, it is required to propose the theoretical framework to support this investigation and also as clarification about the concept used.

1. Nature of Error

Learning something, actually, needs a process by which success will come by profiting from errors. An error is a deviation from accuracy or correctness. A mistake is an error caused by a fault and the fault being misjudgment, careless or forgetfulness (<http://www.wikipedia.org/wiki/error>).

Sometimes, someone does or writes something by which he does not know anything about what he has been done of course he got wrong. Some times, someone does something that principally he knew it but because of his careless or forgetfulness he must be got wrong too. In short, when we do something that we do not have knowledge or experience about, it is categorized into error. While, when we do something thought basically we knew it but because of our careless or forgetfulness finally we got wrong. It is categorized into mistake.

The errors made by the students when they having a writing test cannot be separated from the influential factors of learning, either internal or external factor. Purwanto (2004: 107) points out that there are some influential factors of process and learning achievement, namely internal and external factors.

1. Internal factors

Internal factors are the factors that come from the students themselves, such as in physiological aspects and psychology aspects.

1.1. Physiological aspects

A physiological aspect consists of:

- 1 Health
- 2 Physical defect

1.2. Psychological aspects

A psychological aspect consists of:

a. Talent

According to Hornby (2000: 1380), talent is a natural ability to do something well. Sometimes, we do not realize that we have many talents in which we have ability to do many things. A talent does not appear when we do not try to train ourselves because a talent will appear if we train ourselves to do it.

b. Interest

According to Hornby (2000: 203), interest is the feeling that you have when you want to know or learn more about somebody or something.

3 Intelligence

According to Super and Crites (1962; in Soemanto; 2004: 141) intelligence has frequently been defined as the ability to adjust to the environment or to learn from experience.

In other side, Hornby (2000:706) points out that intelligence are the ability to learn, understand and think in a logical way about something.

d. Motivation

Motivation is derived from word motive, according to Hornby (2000:864) motive is the reason why somebody does something or behave in a particularly way.

e. Cognitive ability

2. External factors

External factors are the factors that come from beyond the learners themselves, such as social environment and instrumental.

2.1. Social environment

Social environment consists of:

- a. Family condition
- b. Society
- c. Close friend

2.2. Instrumental

Instrumental consists of:

- a. Curriculum
- b. Teachers
- c. Medium and Facility
- d. School management

Based on statement above, it could be estimated that the most factors of errors' students included psychological, social environment and instrumental aspects such as interest, intelligence, motivation, teacher, medium and facility.

Apart from above factors, explicitly, students' errors in language study have some factors, as Richards pointed out (1974, in Khuzaimah) that there are two major causes of error in language learning they are Interlingua errors and intralingua and development errors.

1. Interlingua errors are the errors made by the learners because the characteristic of their native language or mother tongue interference the language being learned.
2. Intralingua and development errors are the errors which reflect general of efforts to learn the second language, which show the development of learning technique.

Intralingua and development errors are classified into:

a. Over generalization

Over generalization is a deviant structure created by the students on the basic of their experience of other structures in target language.

b. Ignorance of rule restrictions

Ignorance of rule restrictions is failure to observe the restrictions of existing structures that is the application of rules to context where they do no apply.

c. Incomplete application of rules

Incomplete application of rules are type of errors in a sentence which the rule incomplete.

d. False concept hypothesized

False concept hypothesized is the errors which result from faulty comprehension of distinction in the target language.

Based on the theory above, the student's errors in learning language, in particular English caused by some factors are deviant structure created by the students on the basis of their experience of other structures in target language; students ignore the restrictions of rules, the students incomplete in application of rules and fault in comprehending of distinction in target language.

2. The Subject-Verb Agreement

According to Arlove (2004: 271), Subject-Verb Agreement is a singular subject requires a singular verb, and a plural subject requires a plural verb. Furthermore, Langan and Winstanley (1996:341) Point out that a verb must be agree with its subject, a singular subject or one person or thing takes a singular verb. A plural subject or more than one person or thing takes a plural verb

Based on the theories above, we can conclude that in a sentence, it will agree when a singular subject of a sentence is followed a singular verb. In the contrary, when the subject is plural, it must be followed by the plural verb either in present tenses or past tenses.

Lane and Lange (1993:172) point out the basic rules for subject-verb agreement, they are:

- 4 In the present tense, a third-person singular takes a verb that ends in –s or –es such as he, she and it. As well as all other singular subjects, such as the doctor, the dog, and the athlete.
2. All other pronouns (I, you, we, they) and plural subjects, such as books or classes, do not take a verb ending in –s.
3. A few nouns that end in –s are actually singular. Some of these include sports, news, and some fields of study (physics, mathematics, economics)
4. The commonly used noun *people* is a collective noun and takes a plural verb.
5. Uncountable nouns take a singular verb.
6. The verb in a relative clause always agrees with the word the relative pronoun (that, which, who, whose, whom) refers to.
7. When a gerund or an infinitive serves a subject of a sentence, the verb connected with this subject will be in the singular form.
8. *There is* is used before a singular or uncountable subject.
9. *There are* is used before a plural subject.
10. When there is followed by the compound subject (two noun phrase joined by and), the verb agrees with the noun immediately following it.
11. Even though the group of words *one of the* is always followed by a plural noun, the verb must agree with one, which is the true subject of the sentence.

3. Subject-Verb Agreement in Tenses

- 1 Subject-Verb Agreement in Simple Present Tense

Azar (1989: 11) points out that simple present is something was true in the past, is true in the present, and will be true in the future and also express habitual or everyday activity.

For example:

Water consists of hydrogen and oxygen.

He always eats a sandwich for lunch.

2 Subject-Verb Agreement in Present Perfect Tense

Azar (1989:4) points out that the perfect tenses give the idea that one thing happens before another time or event. According to Thomson and martinet (1995: 165), the present perfect tense is formed with the present tense of have + the past participle

For example:

I have worked.

She has worked.

b. c. Subject-Verb Agreement in Present Perfect Progressive Tense

Azar (1989: 5) points out that the present progressive tenses give the idea that one event is in progress immediately before, up to, and until another time or event. The tenses are used to express the duration of the first event.

Form: have/has + been + -ing (present participle)

For example:

I have been studying for two hours.

The usage of have + been + ing is used to the first person singular and the subject indicates plural such as we, they, Ani and Johan.

He has been studying for two hours.

The usage of has + been + ing is used to the third person singular such as he, she, it and Ani.

d. Subject-Verb Agreement in Simple Past Tense

Azar (1989: 2) points out that simple past means at one particular time in the past, this happened. It began and ended in the past.

For example:

I watched television last night.

4. The Error Subject-Verb Agreement

An error is a deviation from accuracy or correctness. A mistake an error caused by a fault: the fault being misjudgment, careless, or forgetfulness (<http://www.Wikipedia.org/wiki/error>).

According to Brown (1980), Errors are the noticeable deviations from the adult grammar of native speaker, reflecting the inter-language competence of the learner.

Furthermore, Lane and Langan (1993: 170) also point out that a subject-verb agreement error is an error in which the form of a verb does not fit grammatically with the subject. In addition, Lane and Lange (193:170) state that the most often errors of subject-verb agreement made by the students are as follows:

1. The third-person singular has been incorrectly formed in the present tense.
2. The subject and verb do not agree when words come between them.

3. The verb in relative clause does not agree with the noun that the clause modifies.
4. The subject and verb do not agree when a gerund or infinitive is the subject of the verb.
5. The subject and verb do not agree when the clause or sentence begins with there is or there are.
6. The subject and verb do not agree following the words one of the.

B. The Relevant of Research

There are many previous researches regarding with this research, one which was conducted by Masyita (2002) related to a study on the mastery of simple present tense of the third year students at MTs Diniyah Putri Pekanbaru. In her research, she discovered the percentage of students' mastery in simple present tense i.e. 69, 05% in poor level, 15, 9% in fair level, 4, 75% in good level and 6, 34% in excellent level.

Sri Khuzaimah (2002) researched related to a descriptive study of errors of writing made by the third year students at the English education department of IAIN SUSQA Pekanbaru, she discovered that the percentage of intra lingual and developmental errors is higher than intra lingual errors. They were 63, 35% of errors made by respondents were caused by intra lingual and developmental errors and 36, 65% of the errors made by the respondents were caused by intra lingual. Meaning that, the dominant factors of errors made by the respondents on their writing derived from intra lingual and developmental factors.

In other research, it was conducted by Rita Fauziah (2004). In her research, she focused in students' difficulties in understanding subject-verb agreement at the second year students of English Education Department of Tarbiyah Faculty UIN SUSKA RIAU. She found out subject-verb agreement is difficult for the second year students of English Education Department to understand. Especially, in subject-verb agreement of subject separated from the verb, subject-verb agreement of word that always takes singular verb and plural noun, subject-verb agreement of collective noun, subject verb agreement of *a number/ the number of*, subject-verb agreement of noun that always plural, and subject-verb agreement of *there + be*. The percentage of the difficulty in general is 56%, means the ability of students in understanding subject-verb agreement is 44%.

C. The Concept of Operational

The concept of operational is the concept used to clarify the theories used in this research in order to avoid misunderstanding.

The indicators of analyzing errors on subject-verb agreement are as followed:

1. The students make subject- verb agreement errors in simple present tense.
2. The students make subject-verb agreement errors in present perfect tense.
3. The students make subject- verb agreement errors in present perfect progressive tense.
4. The students make subject- verb agreement errors in simple past tense.

5. The factors might make students do error in subject-verb agreement:
 - a. Internal factors:
 1. The students are not interested in learning tenses
 2. The students are not motivated in learning subject-verb agreement.
 3. The students seldom review the lesson.
 - b. External factors:
 1. The students do not feel comfortable in learning because the environment does not conducive.
 2. There is no encouragement of family in learning.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research design is descriptive method. According to Syafi'i (2006: 173), descriptive method is a kind of method that involves the collection of data for the purpose of describing existing condition. Furthermore, Sudjana and Ibrahim (1989; in Tahrin, 2000; in Syafi'i, 2006: 173) state that descriptive study is an investigation, which tries to describe the existing conditions, phenomena, events, and so forth.

B. The Location and the Time of Research

This research was conducted at State Islamic Senior High School 2 Model Pekanbaru and the time was on May 2009.

C. The Subject and the Object of the Research

The subject of this research was the second year students of State Islamic Senior High School 2 Model Pekanbaru and the object of this research was the errors subject-verb agreement and types of error of the students in subject-verb agreement.

D. The Population and the Sample of the Research

The population of this research was the second year students of State Islamic Senior High School 2 Model Pekanbaru, The number of population was 151 students of five classes they were three natural science classes and two social science classes.

The following table shows the number of students each class:

Class	Number of Students
Natural Science 1	30
Natural Science 2	32
Natural Science 3	30
Social Science 1	30
Social Science 2	29
N	151

Technique of collecting data was random sampling. If the researcher takes the sample 33% each class, the number of population overall is 49, 5 sample. In this regard, the researcher completed the sample to be 50 students. Where, the researcher took ten students from each class. After collecting the data, apparently only a half of 50 students submitted the paper of test and questionnaire to the researcher, it was 25 students.

E. The Techniques of Collecting Data

In this research, there were two kinds of instruments used to collect the data needed, namely:

a. Test

In this research, test was used to find out the students' errors in subject-verb agreement.

b. Questionnaire

In this research, Questionnaire was used to find out the factors of errors subject-verb agreement made by the students.

F. The Technique of Data Analysis

To know the level or criteria the ability of the second year's students of MAN 2 Model Pekanbaru, the researcher referred to criteria of ESL composition profile made by Hughey, Wormuth, Hartfiel and Jacobs (1983:185) are excellent to very good, good to average, fair to poor and very poor. Based on these standards, the researcher interpreted the criteria of students' ability into the following categories:

76 – 100% = excellent to very good

56 – 75% = good to average

40 – 55% = fair to poor

Less than 40% = very poor

To count the percentage of errors occurs and the factors that influence the students' errors in subject- verb agreement, the writer used the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage of error

F = Frequency of error made by the students

N = Total number of error (Sudijono; 2004: 43)

Systematization

This thesis is arranged into five chapters. The followings are the systematization:

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ACKNOWLEDMENT

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CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

This research is focused on the descriptive study. In order to get the data that support this research, the writer used test and questionnaire. The test referred to the students' knowledge to complete sentences by using verb and auxiliary. While, questionnaire referred to the factors that influence the students' errors in use subject-verb agreement. Furthermore, in this chapter the writer presents the data about test and questionnaire which have been collected from the second year students of MAN 2 Model Pekanbaru.

1. Test

Based on the explanation above, the test used in this research referred to identifying students errors in subject-verb agreement. The test had 20 questions dealing with subject-verb agreement, consisted of four questions in present tense, four questions in present perfect tense, six questions in present perfect progressive tense and six questions in past tense. Where, it was focused on completing the sentences by using verb or auxiliary. In this test, the writer gave score 1 for each item for those who answered correctly and 0 for those who answered incorrectly. Furthermore, it can be seen from the tables as follows:

TABLE I
THE NUMBER OF STUDENTS ERROR IN SIMPLE PRESENT TENSE

Number of Test Item	Number of Students	Number of Students Error	Percentage
Question 1	25	0	0%
Question 2	25	25	100%
Question 4	25	2	8%
Question 5	25	6	24%
			33%

Based on the table above, it can be seen that no one of respondents (0%) who error in question 1, twenty five respondents (100%) error in question 2, two respondents (8%) error in question 4, and six respondents (24%) error in question 5. Overall, there was 33% respondent error in simple present tense.

TABLE II
THE NUMBER OF STUDENTS ERROR IN PRESENT PERFECT TENSE

Number of Test Item	Number of Students	Number of Students Error	Percentage
Question 6	25	14	56%
Question 7	25	12	36%
Question 8	25	17	68%
Question 9	25	10	40%
			50%

Based on the table above, it can be seen that there were fourteen students (56%) who error in question 6, twelve students (36%) error in question 7,

seventeen students (68%) error in number 8, and ten students (40%) error in question 9. Overall, there was 50% student error in present perfect tense.

TABLE III
THE NUMBER OF STUDENTS ERROR IN PRESENT PERFECT
PROGRESSIVE TENSE

Number of Test Item	Number of Students	Number of Students Error	Percentage
Question 10	25	19	76%
Question 11	25	15	60%
Question 12	25	23	92%
Question 13	25	16	64%
Question 14	25	25	100%
Question 15	25	15	60%
			75.33%

Based on the table above, it can be seen that there were nineteen students (76%) who error in question 10, fifteen students (60%) error in question 11, twenty three students (92%) error in number 12, sixteen students (64%) error in question 13, Twenty five respondents (100%) error in question 14 and fifteen students (60%) error in question 15. Overall, there was 75.33% student error in present perfect progressive.

TABLE IV
THE NUMBER OF STUDENTS ERROR IN SIMPLE PAST TENSE

Number of Test Item	Number of Students	Number of Students' Error	Percentage
Question 3	25	15	60%

Question 16	25	5	20%
Question 17	25	20	80%
Question 18	25	9	36%
Question 19	25	18	72%
Question 20	25	8	32%
			50%

Based on the table above, it can be seen that there were fifteen students (60%) who error in question 3, five students (20%) error in question 16, twenty students (80%) error in question 17, nine students (36%) error in question 18, eighteen students (72%) error in question 19 and eight students (32%) error in question 20. Overall, there was 50% student error in simple past tense.

TABLE V
THE STUDENTS' SCORE IN CONSTRUCTING SUBJECT-VERB
AGREEMENT

Interval Score (X)	Frequency	Percentage (%)
64 – 79	7	28%
48 – 63	3	12%
32 – 47	9	36%
16 – 31	4	16%
0 – 15	2	8%
Total	N = 25	100%

Based on the table above, the students' score in constructing subject-verb agreement can be seen that there were seven students (28%) at score range 64 – 79, three students (12%) were at range 48 – 63, nine students (36%) were at range

score 32 – 47, four students (16%) were at range score 16 – 31 and two students (8%) were at range score 0 – 15.

2. Questionnaire

The questionnaire was given to the students consisted of twenty items. It referred to the factors that student do error in constructing subject-verb agreement. The respondents' opinions in answering each item of the questionnaire were by choosing following opinions, namely: always, often, sometime, seldom, and never. Furthermore, it can be seen from the tables as follows:

TABLE VI
I AM BORED EASILY IF I LEARN ABOUT GRAMMAR

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	2	8%
C	Sometime	18	72%
D	Seldom	3	12%
E	Never	2	8%
		25	100%

Based on the table above, it can be seen that there were four students (16%) who answered always, two students (8%) answered often, thirteen students (52%) answered sometime, four students (16%) answered seldom, and two students (8%) answered never that they are bored easily if they learn about grammar.

TABLE VII
TENSES ARE DIFFICULT MATERIAL FOR ME

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	1	4%
C	Sometime	11	44%
D	Seldom	10	40%
E	Never	3	12%
		25	100%

Based on the table above, it can be seen that there was no one of the students who answer always, one student (4%) answered often, twelve students (48%) answered sometime, nine students (36%) answered seldom, and three students (12%) answered never that tenses are difficult material for them.

TABLE VIII
I DO NOT PAY ATTENTION WHEN MY TEACHER WAS EXPLAINING
THE LESSON

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	4	16%
C	Sometime	4	16%
D	Seldom	8	32%
E	Never	9	36%
		25	100%

Based on the table above, it can be seen that there were four students (16%) who answered always, four students (16%) answered often, thirteen students (52%) answered sometime, three students (12%) answered seldom, and one student (4%) answered never that they do not pay attention when their teacher explain the lesson.

TABLE IX
I DO NOT HAVE MOTIVATION IN LEARNING TENSES

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	3	12%
C	Sometime	7	28%
D	Seldom	9	36%
E	Never	6	24%
		25	100%

Based on the table above, it can be seen that there were four students (16%) who answered always, four students (16%) answered often, ten students (40%) answered sometime, six students (24%) answered seldom, and one student (4%) answered never that they do not have motivation in learning.

TABLE X
I DO NOT MASTER MANY VOCABULARY SO THAT I GET
DIFFICULTIES IN MAKING A SENTENCE

Option	Alternative option	Frequency	Percentage
A	Always	2	8%
B	Often	5	20%
C	Sometime	13	52%
D	Seldom	4	16%
E	Never	1	4%
		25	100%

Based on the table above, it can be seen that there was one of the students (4%) who answered always, four students (16%) answered often, eight students (32%) answered sometime, seven students (28%) answered seldom, and five students (20%) answered never that they do not master many vocabulary so that they get difficulties in making a sentence

TABLE XI
I CANNOT CONCENTRATE IN LEARNING IF MY CLASSMATES
MAKE A NOISY

Option	Alternative option	Frequency	Percentage
A	Always	3	12%
B	Often	5	20%
C	Sometime	10	40%
D	Seldom	6	24%
E	Never	1	4%
		25	100%

Based on the table above, it can be seen that there was one student (4%) who answered always, three students (12%) answered often, nine students (36%) answered sometime, nine students (36%) answered seldom, and three students (12%) answered never that they cannot concentrate in learning if their classmates make a noisy in the classroom.

TABLE XII
TEACHER DOES NOT MOTIVATE US WHEN WE ARE LEARNING
GRAMMAR

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	2	12%
C	Sometime	4	32%
D	Seldom	9	24%
E	Never	10	28%
		25	100%

Based on the table above, it can be seen that there was no one of students (0%) who answered always, three students (12%) answered often, eight students (32%) answered sometime, six students (24%) answered seldom, and seven students (28%) answered never that teacher does not motivate when we are learning grammar

TABLE XIII
I'M NOT INTERESTED IN LEARNING GRAMMAR

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	4	16%

C	Sometime	3	12%
D	Seldom	9	36%
E	Never	9	36%
		25	100%

Based on the table above, it can be seen that was one student (4%) who answered always, two students (8%) answered often, three students (12%) answered sometime, twelve students (48%) answered seldom, and seven students (28%) answered never that they are not interested in learning grammar.

TABLE XIV
I GET DIFFICULTIES IN DIFFERENTIATING BETWEEN REGULAR
AND IRREGULAR VERB FORMS

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	5	20%
C	Sometime	8	32%
D	Seldom	7	28%
E	Never	5	20%
		25	100%

Based on the table above, it can be seen that there was no one of students (0%) who answered always, five students (20%) answered often, two students (8%) answered sometime, nine students (36%) answered seldom, and nine students (36%) answered never that they get difficulties in differentiating between regular and irregular verb forms

TABLE XV
I GET DIFFICULTIES IN DIFFERENTIATING BETWEEN SINGULAR
AND PLURAL VERBS

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	3	12%
C	Sometime	9	36%
D	Seldom	8	32%
E	Never	5	20%
		25	100%

Based on the table above, it can be seen that there was no one students (0%) who answered always, three students (12%) answered often, nine students (36%) answered sometime, eight students (32%) answered seldom, and five students (20%) answered never that they get difficult in differentiating between singular and plural verbs.

TABLE XVI
I DISLIKE TO READ GRAMMAR BOOK IN THE LIBRARY

Option	Alternative option	Frequency	Percentage
A	Always	4	16%
B	Often	2	8%
C	Sometime	11	44%
D	Seldom	5	20%
E	Never	3	12%
		25	100%

Based on the table above, it can be seen that there were four students (16%) who answered always, two students (8%) answered often, eleven students (44%) answered sometime, five students (20%) answered seldom, and three students (12%) answered never that they dislike reading grammar books in the library.

TABLE XVII
I'M SHY TO ASK THE TEACHER IF I DO NOT UNDERSTAND YET
ABOUT THE CERTAIN MATERIALS

Option	Alternative option	Frequency	Percentage
A	Always	2	8%
B	Often	4	16%
C	Sometime	7	28%
D	Seldom	7	28%
E	Never	5	20%
		25	100%

Based on the table above, it can be seen that there were two students (8%) who answered always, four students (16%) answered often, seven students (28%) answered sometime, seven students (28%) answered seldom, and five students (20%) answered never that they are shy to ask their teacher if they do not understand yet about certain materials.

TABLE XVIII
I FACE DIFFICULTIES IN FORMING SUBJECT-VERB AGREEMENT
SENTENCE BECAUSE I DO NOT UNDERSTAND GRAMMAR

Option	Alternative option	Frequency	Percentage
A	Always	1	4%
B	Often	7	28%
C	Sometime	5	20%
D	Seldom	8	32%
E	Never	4	16%
		25	100%

Based on the table above, it can be seen that there was one student (4%) who answered always, seven students (28%) answered often, five students (20%) answered sometime, eight students (32%) answered seldom, and four students (16%) answered never that they face difficult in forming subject-verb agreement sentence because they do not understand grammar.

TABLE XIX
I'M LAZY TO REVIEW THE LESSON AT HOME

Option	Alternative option	Frequency	Percentage
A	Always	4	16%
B	Often	4	16%
C	Sometime	9	36%
D	Seldom	6	24%
E	Never	5	20%
		25	100%

Based on the table above, it can be seen that there were four students (16%) who answered always, four students (16%) answered often, nine students (36%) answered sometime, six students (24%) answered seldom, and five students (20%) answered never that they are lazy to review the lesson at home.

TABLE XX
I FACE DIFFICULTIES IN FORMING SENTENCE OF SIMPLE
PRESENT, PRESENT PERFECT, PRESENT PERFECT PROGRESSIVE
AND SIMPLE PAST

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	4	16%
C	Sometime	12	48%
D	Seldom	6	24%
E	Never	3	12%
		25	100%

Based on the table above, it can be seen that there was no one of students (0%) who answered always, four students (16%) answered often, twelve students (48%) answered sometime, six students (24%) answered seldom, and three students (12%) answered never that they face difficult in forming sentences in simple present, present perfect, present perfect progressive and simple past tenses.

TABLE XXI
I FEEL DIFFICULT TO MEMORIZE REGULAR AND IRREGULAR
VERBS

Option	Alternative option	Frequency	Percentage
A	Always	0	0%
B	Often	3	12%
C	Sometime	13	52%
D	Seldom	7	28%
E	Never	2	8%
		25	100%

Based on the table above, it can be seen that there was no one of students (0%) who answered always, three students (12%) answered often, thirteen students (52%) answered sometime, seven students (28%) answered seldom, and two students (8%) answered never that they feel difficult to memorize regular and irregular verbs.

TABLE XXII
I GET DIFFICULTIES IN MAKING SENTENCES

Option	Alternative option	Frequency	Percentage
A	Always	1	4%
B	Often	0	0%
C	Sometime	8	32%
D	Seldom	9	36%
E	Never	7	28%
		25	100%

Based on the table above, it can be seen that there was one student (4%) who answered always, no one of students (0%) answered often, eight students (32%) answered sometime, nine students (36%) answered seldom, and seven students (28%) answered never that they get difficulties in making sentences

TABLE XXIII
I'M LAZY TO REVIEW THE LESSON AT HOME

Option	Alternative option	Frequency	Percentage
A	Always	1	4%
B	Often	6	24%
C	Sometime	12	36%
D	Seldom	4	16%
E	Never	2	8%
		25	100%

Based on the table above, it can be seen that there was one of students (4%) who answered always, six students (24%) answered often, twelve students (36%) answered sometime, four students (16%) answered seldom, and two students (8%) answered never that they are lazy to review the lesson at home.

TABLE XXIV
I CANNOT CONCENTRATE WHEN I'M LEARNING AT HOME

Option	Alternative option	Frequency	Percentage
A	Always	1	4%
B	Often	4	16%

C	Sometime	8	32%
D	Seldom	9	36%
E	Never	3	12%
		25	100%

Based on the table above, it can be seen that there was one of students (4%) who answered always, four students (16%) answered often, eight students (32%) answered sometime, nine students (36%) answered seldom, and three students (12%) answered never that they cannot concentrate when they are learning at home.

TABLE XXV
I'M SLEEPY WHEN TEACHER IS EXPLAINING THE LESSON

Option	Alternative option	Frequency	Percentage
A	Always	3	12%
B	Often	3	12%
C	Sometime	14	56%
D	Seldom	3	12%
E	Never	2	8%
		25	100%

Based on the table above, it can be seen that there were three students (12%) who answered always, three students (12%) answered often, fourteen students (56%) answered sometime, three students (12%) answered seldom, and two students (8%) answered never that they are sleepy when teacher is explaining the lesson.

B. The Data Analysis

The data analysis is the further activity to clarify the data presentation. In this part, the writer tries to analyze the data that have been presented in part A at chapter IV. The data will be analyzed to find the answer of this research based on the formulations of problem. The formulations of the problem are as follows:

- a. What type of error Subject-Verb Agreement the most error made by the second year students of State Islamic Senior High School 2 Model Pekanbaru?
- b. What factors might make students do error in Subject- Verb Agreement at MAN 2 Model Pekanbaru?

1. Test

The writer conducted the research to the second year students of MAN 2 Model Pekanbaru. The result of the test was analyzed in order to obtain the frequency of students' errors in constructing subject-verb agreement. To compute the percentage of the students' achievement in doing the test, the writer used Anas' formula (2004: 43). The formula is as follow:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Number of cases

To know the mean score of the students in constructing subject-verb agreement, the writer used Anas' formula (2004: 80). The formula is as follows:

$$Mx = \frac{\sum Fx}{N}$$

Where:

Mx = Mean

fx = the sum of score and frequency

N = Number of cases

The following table is the number of students did error in subject-verb agreement:

TABLE XXVI
THE NUMBER OF STUDENTS DO ERROR IN SUBJECT-VERB
AGREEMENT

Test item	Number of students error	Number of students	percentage
Question 1	0	25	0
Question 2	25	25	100
Question 3	15	25	60
Question 4	2	25	8
Question 5	6	25	24
Question 6	14	25	56
Question 7	12	25	48
Question 8	17	25	68
Question 9	10	25	40
Question 10	19	25	76
Question 11	15	25	60
Question 12	23	25	92
Question 13	16	25	64
Question 14	25	25	100
Question 15	15	25	60

Question 16	5	25	20
Question 17	20	25	80
Question 18	9	25	36
Question 19	18	25	72
Question 20	8	25	32
N = 20	274		1.096

The table above shows that there were twenty questions presented by the writer to know the type of subject-verb agreement the most error made by the students.

Based on the table above, it can be seen that there wasn't respondents did error in question 1 (0%), 100% respondents did error in question 2, 60% respondents did error in question 3, 8% respondents did error in question 4, 24% respondents did error in question 5, 56% respondents did error in question 6, 48% respondents did error in question 7, 68% respondents did error in question 8, 40% respondents did error in question 9, 76% respondents did error in question 10, 60% respondents did error in question 11, 92% respondents did error in question 12, 64% respondents did error in question 13, 100% respondents did error in question 14, 60% respondents did error in question 15, 20% respondents did error in question 16, 80% respondents did error in question 17, 36% respondents did error in question 18, 72% respondents did error in question 19 and 32% respondents error in question 20.

The following table is the classification of students' score in constructing subject-verb agreement:

TABLE XXVII
THE CLASSIFICATION OF THE STUDENTS' SCORE IN
CONSTRUCTING SUBJECT-VERB AGREEMENT

criteria	Score	Frequency	Percentage
Excellent to very good	76 – 100	0	0%
Good to average	56– 75	8	32%
Fair to poor	40– 55	10	40%
Very poor	00 – 39	7	28%
		25	100%

Based on the table above, it can be seen that there was no one of students (0%) categorized into Excellent to very good category, eight students (32%) categorized into good to average category, ten students (40%) were categorized into fair to poor category, and seven students (28%) were categorized into very poor category.

The following table will shows the total frequency of average score in constructing subject-verb agreement:

TABLE XXVIII
THE AVERAGE SCORE OF THE STUDENTS' ABILITY IN
CONSTRUCTING SUBJECT-VERB AGREEMENT

Number	Score (X)	Frequency (F)	FX
1	100	0	0
2	95	0	0
3	90	0	0
4	85	0	0
5	80	0	0
6	75	0	0

7	70	2	140
8	65	5	325
9	60	1	60
10	55	0	0
11	50	2	100
12	45	2	90
13	40	6	240
14	35	1	35
15	30	2	60
16	25	2	50
17	20	0	0
18	15	2	30
19	10	0	0
20	5	0	0
		N = 25	$f_x = 1.130$

Thus, based on the table above, the mean score of the data is:

$$\begin{aligned}
 M_x &= \frac{\sum Fx}{N} \\
 &= \frac{1.130}{25} \\
 &= 45,2
 \end{aligned}$$

Based on the Computation Result of Mean score above, it can be concluded that the ability subject-verb agreement of the second year students of MAN 2 Model Pekanbaru is categorized into **fair to poor** at score range 40-55.

2. Questionnaire

To obtain the factors of students' error in constructing subject-verb agreement, the writer used questionnaire. To clarify the factors students' errors in subject-verb agreement, the researcher recapitulated them into the following table:

TABLE XXIX
THE RECAPITULATION OF STUDENTS' ANSWER TOWARD THE
QUESTIONNAIRE RELATED TO THE FACTORS OF SUBJECT-VERB
AGREEMENT ERROR OF THE SECOND YEAR' STUDENTS AT MAN 2
MODEL PEKANBARU

ITEM	A		B		C		D		E	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1	0	0	2	8	18	72	3	12	2	8
2	0	0	1	4	11	44	10	40	3	12
3	0	0	4	16	4	16	8	32	9	36
4	0	0	3	12	7	28	9	36	6	24
5	2	8	5	20	13	52	4	16	1	4
6	3	12	5	20	10	40	6	24	1	4
7	0	0	2	8	4	16	9	36	10	40
8	0	0	4	16	3	12	9	36	9	36
9	0	0	5	20	8	32	7	28	5	20
10	0	0	3	12	9	36	8	32	5	20
11	4	16	2	8	11	44	5	20	3	12
12	2	8	4	16	7	28	7	28	5	20
13	1	4	7	28	5	20	8	32	4	16
14	4	16	4	16	9	36	6	24	2	8
15	0	0	4	16	12	48	6	24	3	12
16	0	0	3	12	13	52	7	28	2	8

17	1	4	0	0	8	32	9	36	7	28
18	1	4	6	24	12	48	4	16	2	8
19	1	4	4	16	8	32	9	36	3	12
20	3	12	3	12	14	56	3	12	2	8
	22	88	71	284	186	744	136	544	84	340

The table above shows that there were five alternative options in which related to the students, attitude or habit since learning English. On this occasion, the writer analyzes the two of five alternative options according to the higher answer.

1. I'm bored easily if I learn grammar.

There were 18 (72%) respondents who answered sometime and 3 (12%) respondents answered seldom. Based on the percentage, it can be calculated that a large number of the second year's students of MAN 2 Model Pekanbaru are sometime inclined to be bored easily if they learn grammar in tenses case. As consequence, students were difficult to comprehend the material and they get error ultimately.

2. Tenses are difficult material for me.

There were 11 (44%) respondents who answered sometime and 10 (40%) respondents answered seldom. Based on the percentage, it can be calculated that a large number of the second year's students of MAN 2 Model Pekanbaru feel sometime that tenses are difficult material. As consequence, they got error sometime in making sentences.

3. I do not pay attention when my teacher was explaining the lesson.

There were 8 (32%) respondents who answered seldom and 9 (36%) respondents answered never. Based on the percentage, it can be concluded that in learning and teaching process, the second year's students of MAN 2 Model Pekanbaru almost pay attention when teacher was explaining the lesson. It means that there was no relationship between whether pay attention or no when teacher explain the lesson with the error in subject-verb agreement.

4. I don't have motivation in learning tenses.

There were 7 (28%) respondents who answered sometime and 9 (36%) respondents answered seldom. Based on the percentage, it can be known that in learning tenses, a large number of the second year' students of MAN 2 Model Pekanbaru did not have motivation in learning tenses.

5. I do not master many vocabularies so that I encounter difficulties in making sentences.

There were 5 (20%) respondents who answered sometime and 13 (52%) respondents answered seldom. Based on the percentage, the degree of mastering of vocabularies obstacles the students' ability in making sentence because they do not know what they have to write.

6. I cannot concentrate in learning when my classmates make a noisy in the class.

There were 10 (40%) respondents who answered sometime and 6 (24%) respondents answered seldom. Sometime the condition of learning class does not conducive, it will influence the students' learning. It can be seen

from the percentage above a large number of the second year's students of MAN 2 Model Pekanbaru couldn't sometime concentrate in learning when their classmates make a noisy in the class.

7. Teacher does not motivate me in learning grammar.

There were 9 (36%) respondents who answered seldom and 10 (40%) respondents answered never. Based on the percentage above, it means that teacher almost gave the second year's students of MAN 2 Model Pekanbaru motivation in learning.

8. I'm not interested in learning grammar.

There were 9 (36%) respondents who answered seldom and also 9 (36%) respondents answered never. Based on the percentage, it can be known that actually the second year's students of MAN 2 Model Pekanbaru were interested in learning grammar.

9. I get difficulties to differentiate regular and irregular verbs.

There were 8 (32%) respondents who answered sometime and 7 (28%) respondents answer seldom. From the percentage above, it can be known the a large number of the second year's students of MAN 2 Model Pekanbaru sometime encountered difficulties to differentiate between regular and irregular verbs.

10. I get difficulties to differentiate singular and plural verbs.

There were 9 (36%) respondents who answered sometime and 8 (32%) respondents answered seldom. Based on the percentage, it can be seen that

sometime the second year's students of MAN 2 Model Pekanbaru encountered difficult to determine the plural verbs in a sentence.

11. I dislike reading grammar books in the library.

There were 11 (44%) respondents who answered sometime and 5 (20%) respondents answer seldom. Based on the percentage above, it can be seen that a large number of the second year's students of MAN 2 Model Pekanbaru were seldom read grammar books in the library.

12. I'm shy asking to the teacher when I do not understand yet.

There were 7 (28%) respondents who answered sometime and also 7 (28%) respondents answered seldom. Based on the percentage, it means that some of the second year's students of MAN 2 Model Pekanbaru were sometime shy ask to their teacher when they do not understand yet about the material.

13. I face difficulties in constructing sentences of subject-verb agreement because I do not understand grammar.

There were 7 (28%) respondents who answered often and 8 (32%) respondents answered seldom. Based on the percentage, it can be calculated that some of the second year's students of MAN 2 Model Pekanbaru often encountered difficulties in making sentence correctly because they do not understand grammar.

14. I'm lazy to review the lesson at home included subject-verb agreement case.

There were 9 (36%) respondents who answered sometime and 6 (24%) respondents answered seldom. Based on the percentage, it can be calculated that a large number of the second year's students of MAN 2 Model Pekanbaru felt sometime that they are lazy to review the lesson at home.

15. I face difficulties in constructing the sentence of simple present, present perfect, and present perfect progressive and simple past.

There were 12 (48%) respondents who answered sometime and 6 (24%) respondents answered seldom. Based on the percentage, it can be calculated that a large number of the second year's students of man 2 model pekanbaru encountered sometime the difficulties in constructing the sentence correctly because they do not understand tenses.

16. I feel difficult to memorize regular and irregular verbs.

There were 13 or 52% respondents who answered sometime and 7 (28%) respondents answered seldom. Based on the percentage, it can be calculated that a large number of the second year's students of MAN 2 Model Pekanbaru sometime faced difficulties in memorize verbs of regular and irregular.

17. My classmates cannot help me when I get difficulties in learning.

There were 8 (32%) respondents who answered sometime and 9 (36%) respondents answer seldom. Based on the percentage, it can be calculated that some of the second year's students of MAN 2 Model Pekanbaru could

help their friends when they get trouble in learning and some of them couldn't.

18. I'm lazy to review the lesson at home.

There were 6 (24%) respondents who answered often and 12 (48%) respondents answered sometime. Based on the percentage, it can be known that a large number of the second year's students of MAN 2 Model Pekanbaru seldom to reviewed the lesson at home.

19. I cannot concentrate if I learn at home.

There were 8 (32%) respondents who answered sometime and 9 (36%) respondents answered seldom. Based on the percentage, it can be known that a large number of the second year's students of MAN 2 Model Pekanbaru concentrated if they learn at home.

20. I'm sleepy when teacher explain the lesson.

There were 3 (12%) respondents who answered often and 14 (56%) respondents answered sometime. Based on the percentage, it can be known that there was some of the second year's students of MAN 2 Model Pekanbaru sleepy if they teacher was explaining the lesson.

Based on the analysis of the data above, it can be seen that there are several factors that influence students' errors in subject-verb agreement, they are:

1. The Internal Factors

- a. The students do not understand about tenses. It is showed by the table II that there were eleven (44%) of twenty five students said that they sometime felt

that tenses were difficult material. and ten (40%) of twenty five students said that they seldom felt tenses were difficult material.

- b. The students do not master enough vocabulary. It can be showed by the table V that there were five (20%) of twenty five students said that they often faced difficulties in making a sentence because they did not master vocabulary enough, and thirteen (52%) of twenty five students said that they sometime faced difficulties in making a sentence because they did not master many vocabulary.
- c. The students' interest in learning tenses. It is shown by the table XIV that there were nine (36%) of twenty five students said that they are lazy to review the lesson at home included subject-verb agreement case and six (24%) of twenty five students said seldom.
- d. The students are ashamed in asking their teacher when they do not understand yet about the material taught. It is shown by the table XII that there were four (16%) of twenty five students said often and Seven (28%) students answered sometime.

2. The External Factors

- a. Learning environment does not conducive. It is shown by the table VI that ten students (40%) said sometime that they couldn't concentrate when their classmates made a noisy. While, six students (24%) said seldom
- b. Encouragement of family in learning. It is shown by the table. XVIII that six students (24%) said often that they were often lazy to review the lesson at home, and twelve students (48%) said sometime.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, it is concluded that the type of subject-verb agreement the most error made by the second year students of state Islamic senior high school is the subject-verb agreement in present perfect progressive tense by percentage 33% students error in simple present tense, 50% students error in present perfect tense, 75.33% students error in present perfect progressive tense and 50% students error in simple past tense. So, the most error made by the second year students of state Islamic senior high school 2 model Pekanbaru was subject-verb agreement in present perfect progressive tense by percentage 75.33%. While, based on level of students ability in constructing subject-verb agreement, there wasn't students' ability (0%) categorized into excellent to very good, 32% categorized into good to average, 40% categorized into fair to poor and 28% categorized into very poor.

Based on the average score, it is obtained 45, 2. It means that the level of ability of the second year's students at State Islamic Senior High School 2 Model Pekanbaru in constructing subject-verb agreement is categorized into **fair to poor**. High error frequency of students in formatting subject-verb agreement is influenced by several factors, they are:

1. Students do not quite understand how to use the sentence pattern.
2. Students do not quite understand the real meaning of the usage of tenses.

3. Students do not have enough vocabulary so that they get difficulties in creating a sentence.
4. Students are not quite interest in learning tenses.
5. Teacher does not motivate his students in learning. In this regard, subject-verb agreement case.
6. Learning environment is not conducive so that students cannot concentrate in learning. It influence to students' achievement.

A. Suggestion

Based on the finding of the research above, it needs for the writer to give some suggestion that it may be beneficial in improving students' ability in using subject-verb agreement either in speaking or writing.

1. For teachers
 - a. The Teachers are suggested to give encouragement to the students in order to students more motivated in learning English.
 - b. The Teachers are suggested to give more knowledge about subject-verb agreement especially tenses course in depth.
 - c. The Teachers are suggested to give exercise continually related to tenses and then do evaluation about their work.
2. For students
 - a. The Students are suggested to master as many as possible vocabulary to make easier in making sentence.
 - b. The Students are suggested learning tenses case intensively and actualized in speaking and writing.

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Key Answers

- | | |
|---------------|---------------|
| 1.Is | 11. Have been |
| 2.Chooses | 12. Rain |
| 3.Found | 13. Helped |
| 4.Are | 14. Has been |
| 5.Is | 15. Has been |
| 6.Has | 16. Was |
| 7.Have | 17. Got |
| 8.Have | 18. Bought |
| 9.Has | 19. Lived |
| 10. Have been | 20. Went |

Appendix I

Name:

Class:

Direction:

1. This test is used for scientific only.
2. There is no effect to your grade after doing this test.
3. Do as instruction and write down your answer!

Example:

- a. Andifried chicken every morning (Verb)

Andi eats fried chicken every morning

- b. We Students of London school (Auxiliary)

We are students of London school

4. Thank you very much for your kindness and participation!
-
-

Complete the following sentences correctly!

1. Marymy best friend. (Auxiliary)
2. Everyone Playing badminton as their hobby. (Verb)
3. Someone my wallet this morning. (Verb)
4. Yana and YaniIdentical twin. (Auxiliary)
5. Economicsvery interesting field of study. (Auxiliary)
6. John made a mistake. (Auxiliary)
7.you ever visited Bali Island? (Auxiliary)

8. I met many people since I came here in June. (Auxiliary)
9. Mary never seen Snow. (Auxiliary)
10. We here for two weeks. (Auxiliary)
11. I sitting here for two hours. (auxiliary)
12. It has been all day. (Verb)
13. John has being By his brother. (Verb)
14. Anyone studying hard. Final exams start next week. (Auxiliary)
15. Rika working here since 2007. (auxiliary)
16. I still remember when I junior high school. (Auxiliary)
17. When she heard a strange noise, she.....up to investigates. (Verb)
18. I a new car three days ago. (Verb)
19. He in Paris for ten years, but now he is living in Indonesia. (Verb)
20. Adam home several time ago. (Verb)

Appendix II

Nama:

Kelas:

Petunjuk:

1. Tes ini bertujuan untuk penelitian semata.
 2. Tes ini tidak berpengaruh pada nilai anda
 3. Lakukan sesuai intruksi dan jawab di kertas jawaban anda
 4. Terima kasih atas partisipasi anda.
-

1. Saya mudah bosan kalau belajar grammar
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
2. Tenses materi yang sulit bagi saya.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
3. Saya tidak memperhatikan ketika guru menerangkan pelajaran.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
4. Saya tidak punya motivasi untuk belajar tenses.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
5. Kosa kata yang saya kuasai kurang sehingga saya mendapat kesulitan dalam membuat kalimat.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
6. Saya tidak bisa berkonsentrasi belajar karena teman-teman ribut ketika jam pelajaran.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
7. Guru tidak memberi motivasi dalam belajar grammar khususnya tenses.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
8. Saya tidak tertarik untuk belajar grammar khususnya tenses.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
9. Saya merasa kesulitan membedakan antara regular dan irregular verb.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

10. Saya merasa kesulitan untuk membedakan antara singular dan plural verb.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
11. Saya tidak suka membaca buku grammar di perpustakaan.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
12. Saya malu bertanya kepada guru kalau belum paham.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
13. Saya merasa kesulitan membuat kalimat subject-verb agreement karena tidak memahami tenses.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
14. Saya malas untuk mengulangi pelajaran di rumah termasuk subject-verb agreement.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
15. Saya merasa kesulitan dalam membuat pola kalimat simple present, present perfect, present perfect progressive dan simple past.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
16. Saya merasa kesulitan menghafal kata regular dan irregular.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
17. Teman tidak bisa membantu ketika saya mendapat kesulitan dalam belajar
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
18. Saya malas untuk mengulang pelajaran di rumah.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
19. Saya tidak bisa konsentrasi kalau belajar dirumah.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
20. Saya mengantuk setiap guru menerangkan pelajaran.
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

Appendix II

Name:

Class:

Direction:

1. This test is directed to scientific research only.
2. There is no effect to your grade after doing this test.
3. Do as instruction and write down your answer!
4. Thank you for your kindness and participation.

-
-
1. I'm bored easily if I learn grammar.
a. Always b. Often c. Sometime d. Seldom e. Never
 2. Tenses are difficult material for me.
a. Always b. Often c. Sometime d. Seldom e. Never
 3. I do not pay attention when teacher explain the lesson
a. Always b. Often c. Sometime d. Seldom e. Never
 4. I don't have motivation in learning tenses.
a. Always b. Often c. Sometime d. Seldom e. Never
 5. I do not master many vocabularies so that I get difficulties in making a sentence.
a. Always b. Often c. Sometime d. Seldom e. Never
 6. I cannot concentrate in learning when my classmates make a noisy.
a. Always b. Often c. Sometime d. Seldom e. Never
 7. Teacher does not motivate when we are learning grammar.
a. Always b. Often c. Sometime d. Seldom e. Never
 8. I'm not interested in learning grammar.
a. Always b. Often c. Sometime d. Seldom e. Never
 9. I get difficulties in differentiate between regular and irregular verb forms.
a. Always b. Often c. Sometime d. Seldom e. Never
 10. I get difficulties in differentiating between singular and plural verb.
a. Always b. Often c. Sometime d. Seldom e. Never

11. I dislike reading grammar book in library.
a. Always b. Often c. Sometime d. Seldom e. Never
12. I ashamed to ask teacher when I do not understand yet.
a. Always b. Often c. Sometime d. Seldom e. Never
13. I face difficulties in constructing subject-verb agreement sentence because I do not understand grammar.
a. Always b. Often c. Sometime d. Seldom e. Never
14. I'm lazy to review the lesson at home included subject-verb agreement case.
a. Always b. Often c. Sometime d. Seldom e. Never
15. I face difficulties in construct sentence of simple present, present perfect, and present perfect progressive and simple past.
a. Always b. Often c. Sometime d. Seldom e. Never
16. I feel difficult to memorize regular and irregular verb.
a. Always b. Often c. Sometime d. Seldom e. Never
17. My classmates do not want to help me if I get difficulties in making sentence.
a. Always b. Often c. Sometime d. Seldom e. Never
18. I'm lazy to review the lesson at home.
a. Always b. Often c. Sometime d. Seldom e. Never
19. I cannot concentrate if learning at home.
a. Always b. Often c. Sometime d. Seldom e. Never
20. I'm sleepy when teacher explain the lesson.
a. Always b. Often c. Sometime d. Seldom e. Never

CURRICULUM VITAE

Personal identity

Name : Daflizar
Place and date of birth : Kampung Pinang, July 6, 1984
Gender : Male
Religion : Islam
Marital status : Single
Height : 163 cm
Weight : 55 kg
Nationally : Indonesian
Address : Kampung Pinang District Perhentian Raja
Regency Kampar

Name of parent

1. Father : Umar
2. Mother : Rosmi
Address : Kampung Pinang District Perhentian Raja
Regency Kampar

Experience of education :

1. State Elementary School 014 Kampung Pinang (1992-1998)
 2. Islamic Junior High School of Daarun Najah Teratak Buluh (1998-2001)
 3. State Islamic Senior High School 2 Model Pekanbaru (2001-2004)
- State Islamic University of Sultan Syarif Kasim Riau (2004-2011)

Testee	Score's Achievement for Each Number Questions																				x
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student 1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	5
Student 2	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	8
Student 3	1	0	0	1	1	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	8
Student 4	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	8
Student 5	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	8
Student 6	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	0	14
Student 7	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	9
Student 8	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Student 9	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	8
Student 10	1	0	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	13
Student 11	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	9
Student 12	1	0	0	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	12
Student 13	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	1	1	1	0	1	8
Student 14	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	10
Student 15	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	13
Student 16	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	6
Student 17	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	0	13
Student 18	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	0	13
Student 19	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	13
Student 20	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	5
Student 21	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	6
Student 22	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	7
Student 23	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	14
Student 24	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3
Student 25	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	0	1	1	1	10
N = 25	25	0	10	23	19	11	13	8	15	6	10	2	9	0	10	20	5	16	7	17	226